



LOCAL PERKINS APPLICATION 2020-2024

CONSORTIA

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE



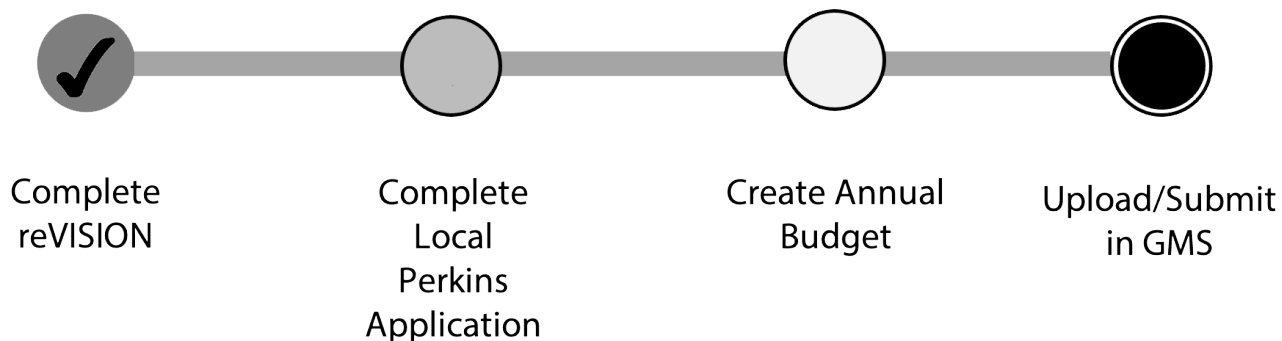
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

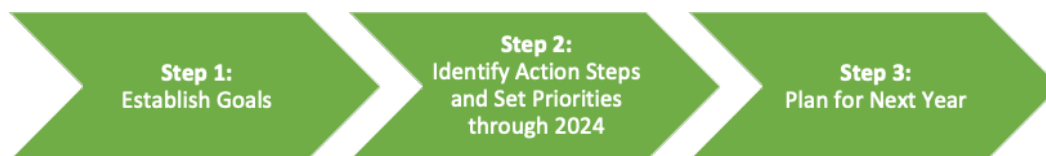
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

Consortium reVISION Summary. Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Consortia’s Current State	Consortia’s Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY

Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)
Career Development	<ul style="list-style-type: none"> • Consortium schools identified the need to enhance career development, readiness, exploration, and engagement relations with workforce. • Consortium schools see the need to expand and advance career exploration and readiness via internships and apprenticeships, career fairs, workshops, and campus visits. • Consortium schools identified there were gaps or they were lacking a systematic collaboration mechanism between teachers and counselors. 	<ul style="list-style-type: none"> • Consortium member school districts will develop, enhance and implement a career development program in each school that emphasizes the elements of student self-awareness of job readiness, career exploration, career planning, and an organized system of delivery to all students on an on-going basis.
Local Workforce Alignment	<ul style="list-style-type: none"> • Consortium schools identified there are multiple gaps in workforce alignment. 	<ul style="list-style-type: none"> • Consortium schools will work to align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs. • Consortium schools will develop, expand, and enhance business and industry relationships in order to expand internship, apprenticeship, and job shadow opportunities for students.
Size, Scope, & Quality and Implementing CTE Programs of Study	<ul style="list-style-type: none"> • Consortium schools noted a lack of quality industrial grade equipment in their facilities able to provide size, scope, and quality CTE programs. • Consortium schools identified the need to concentrate on post-secondary and industry academic alignment. 	<ul style="list-style-type: none"> • Consortium schools will purchase industry grade equipment which will advance CTE programs in new technologies, computers and manufacturing. • Consortium schools will examine work-place opportunities and community college academic alignment to H3 careers in the region. • Consortium schools will design and Implement approved Programs of Study that are equitable, relevant, coordinated, and innovative.

Student Performance Data	<ul style="list-style-type: none"> • Consortium schools identified that access to improved NCE data systems need to be provided in order for schools to effectively utilize CTE data for decision making. 	<ul style="list-style-type: none"> • Consortium schools will use assessment data to continue to better understand and improve gaps presented in the data. • Consortium schools will improve awareness to available careers in CTE fields amongst secondary and post-secondary students. • Consortium schools will improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE, with a focus on equity and access for special populations. • By analyzing the data, goals will be developed to address particular needs that arise out of the data analysis.
Recruitment, Retention, and Training of Faculty and Staff	<ul style="list-style-type: none"> • Consortium schools identified the lack of qualified candidates in CTE areas and the need to improve the recruitment and retention of staff. • Consortium schools identified the need to continued professional development with a focus on training, mentoring, and certification of staff in CTE areas. 	<ul style="list-style-type: none"> • Consortium schools will recruit high quality teachers, specialists, and support staff • Provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.
Work-Based Learning	<ul style="list-style-type: none"> • Consortium schools identified that they are lacking in work-based learning opportunities for students. • Consortium schools identified the need to have a gap in partnerships between educators, business/industry and post-secondary institutions. 	<ul style="list-style-type: none"> • Consortium schools will collaborate with other districts to understand a model that is working in small communities to create work-based learning opportunities for students. • Consortium schools will increase work-based learning opportunities. • Consortium schools will develop advisory boards to help define curriculum for use in the classroom that is industry specific.



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the consortium's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:**
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

Consortium school staff will continue to support students by enhancing their skills through professional development opportunities. ESU 2 will facilitate teacher collaboration sessions with CTE teachers and school counselors. The collaboration at these sessions will help teachers and

counselors to identify areas of on- going development of collaboration between CTE staff, school counselors, and other school staff members. These sessions will also help staff explore, in a deeper way, how they can support special populations pursue H3 jobs. These sessions will also help school counselors with the skills and curriculum to improve their teaching. ESU 2 will organize and host these teacher collaboration sessions. These sessions will be day long sessions and be facilitated by ESU 2 Perkins Coordinator. We will also invite NDE specialists to help in the delivery of content. We will also invite business leaders in related fields to help in the discussion and delivery of material.

Consortium school staff will be encouraged to attend regional, state, or national career education conferences to enhance CTE teaching skills through expanded use of technology and curriculum. They will also learn ways to ensure students are provided with self-awareness, career exploration, and career planning. The ESU 2 Perkins coordinator will communicate with CTE instructors of possible conferences to attend and provide funding in the Perkins Grant application to pay for these conferences.

Consortium schools will be supported in their goals to provide student advisory sessions with students. These advisory sessions will allow all CTE teachers to work with students on career exploration and develop their personal learning plans. Each district will utilize an advisory program that meets their individual district needs. The consortium will support districts by hosting professional development opportunities around career development for CTE teachers, administrators, and counselors.

Finally, consortium schools will be supported to organize community engagement meetings with local businesses to explore opportunities for students in relation to career fairs, job shadows, internships, and other work-based learning opportunities. The ESU 2 Perkins Coordinator will help to organize multiple community engagement meetings where school leaders, community leaders, and business and industry leaders will meet to discuss and plan for a connection between business/industry and schools for work-based learning opportunities for students.

- 2. In each district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

Consortium Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

Consortium member school districts will develop, enhance and implement a career development program in each school that emphasizes the elements of student self-awareness of job readiness, career exploration, career planning, and an organized system of delivery to all students on an on-going basis.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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Year 1: 2020-2021	<ul style="list-style-type: none"> • ESU 2 will hold teacher collaboration days for each career field area with a focus on workforce alignment and career development. • Provide funding for teachers to attend professional development opportunities at regional, state or national level to support career development. • Organize and facilitate local community engagement meetings with regional businesses and industries that support consortium schools.
Year 2: 2021-2022	<ul style="list-style-type: none"> • ESU 2 will hold teacher collaboration days for each career field area with sessions focused on the Nebraska Workplace Experiences Continuum. • Provide funding for teachers to attend professional development opportunities at regional, state or national level to support career development. • Continue local community engagement meetings with businesses and industries to ensure curriculum is aligned to workforce needs.
Year 3: 2022-2023	<ul style="list-style-type: none"> • ESU 2 will hold teacher collaboration days for each career field area with a focus on managing work based learning experiences. • Provide funding for teachers to attend professional development opportunities at regional, state or national level to support career development. • Help districts set up local advisory committees for Career and Technical Education from regional businesses that support the local community.
Year 4: 2023-2024	<ul style="list-style-type: none"> • ESU 2 will hold teacher collaboration days for each career field area with a focus on expanding work based learning experiences. • Provide funding for teachers to attend professional development opportunities at regional, state or national level to support career development. • Follow-up with local districts to analyze the local advisory committees. • Work with the community colleges to host a regional career fair for consortia districts.

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

Based on the regional workforce meetings, health sciences, skilled and technical sciences, and computer science were the top H3 Career Fields identified in the ESU2 Consortium Regions. The

consortium schools will continue to look at the regional H3 data to ensure regional workforce alignment within the career pathways.

There was a consistent message that all schools in the consortium feel the need to improve their work-based learning program. There is a need to increase internship opportunities and job shadow experiences for students. This need can be addressed by increasing local and regional business relationships through lunch and learning type of activities.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:

Consortium schools will design and Implement state approved Programs of Study that are aligned to the regional workforce data identified in the regional meetings. Priority in funding supports will be given to but not limited to health sciences, skilled and technical sciences, and communication and information systems.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

Several of the consortium schools already have some type of advisory/homeroom career development program in place for all students. These advisory sessions are designed for teachers to assist students with career awareness, self-awareness and to help them organize their personalized learning plan. These advisory sessions are also designed to advise special populations in the development of their personalized learning plan and take part in CTE programs.

6. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

- Consortium schools will work to align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs.
- Consortium schools will develop, expand, and enhance business and industry relationships in order to expand internship, apprenticeship, and job shadow opportunities for students.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> • CTE collaboration days – sessions will be focused on regional H3 Reports and special population results and program data. • Review regional meeting data for needs of H3 occupations. • Continue discussions with local and regional business and industry through advisory council meetings to review regional labor market data, consortium programs of study alignment, and local business and industry support. • ESU 2 will provide Pathways 2 Careers (a program designed to compare regional market data with regional school district curriculum). This program will be used during the CTE collaboration days to examine H3 data and determine the workforce needs of the area. This data will also be used at the CTE collaboration days to assist school personnel in helping to align curriculum to meet these needs.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Expand work-based learning opportunities. • Provide professional development to assist in aligning curriculum to H3 data. • Consortium school districts will report to the Consortium Advisory committee on the number of workplace experience opportunities completed by their students.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Continue to expand work-based learning opportunities and provide professional development for WBL Supervisors and CTE teachers.. • Consortium schools will continue to expand CTE program offerings to support their needs assessment and work to align curriculum to H3 occupation data. This data will be reviewed at CTE collaboration days as well as at the Advisory Committee meeting.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Continue to expand work-based learning opportunities and provide professional development for WBL Supervisors and CTE teachers.. • Consortium schools will continue to expand CTE program offerings to support their needs assessment and work to align curriculum to H3 occupation data. This data will be reviewed at CTE collaboration days as well as at the Advisory Committee meeting.

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials.

Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

Based on the regional workforce meetings and consortium district local needs assessments, health sciences, skilled and technical sciences, and computer science were the top H3 Career Fields identified in the ESU2 Consortium Regions. The consortium schools will continue to look at the regional H3 data to ensure regional workforce alignment within the career pathways.

Schools that have at least one state approved program of study will be provided Perkins financial support to achieve their goals to increase innovation. Priority will be given to, but not limited to skilled and technical sciences, health science, and communication and information systems. This financial support will be directed at purchasing equipment and providing professional development activities for CTE staff and administration to align to the regional workforce needs.

8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

Consortium schools have been purchasing equipment with Perkins funds to update equipment to either keep their programs up to date with current industry standards or to allow students to do research and create projects that reflect what they have learned about their career choices. CTE staff have used professional development opportunities to continue to update their curriculum and programs of study to match requirements that are reflective of current career opportunities. We continue to research H3 careers and will work to provide opportunities for students to be better prepared to match those careers. It is a goal of our consortium to better prepare students to be college and career ready.

Several consortium schools expressed the need to update, upgrade, and purchase industrial grade equipment and remodel space to align to industry standards.

All consortium districts will be expected to have at least one state approved program of study in order to be eligible for equipment upgrades and professional development opportunities. Districts will complete a Perkins local need application that will include 1) connection to the local needs assessment, 2) connection to the regional meeting summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) a brief description of the professional development that will be completed, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. Health Science, Skilled and Technical Science, and Communication and Information System career fields will be given priority based on the regional data findings

9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

NENCAP at Northeast Community College, SENCAP at Southeast Community College, and Metro Community College all provide dual credit offerings in the following programs: Health Science, Automotive, Building Construction, Manufacturing, Business and Information Technology, Health Sciences, and Early Childhood Education.

Several schools are members of Pathways 2 Tomorrow (career pathway program) that provide multiple opportunities for postsecondary credit in Building Construction, Welding, CNA, EMT I and II, Med Aide, CDL, Education, and Computer Science while attending high school.

10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

- Consortium schools will purchase industry grade equipment which will advance CTE programs in new technologies, computers and manufacturing.
- Consortium schools will examine work-place opportunities and community college academic alignment to H3 careers in the region.
- Consortium schools will design and Implement state approved Programs of Study that are equitable, relevant, coordinated, and innovative.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p> <p>a. Update labs and assist in making programs appealing to both staff and students.</p> <p>Districts will utilize regional community college career academy programs such as NENCAP at Northeast Community College, SENCAP at Southeast Community College, and Metro Community College to expand their program of study and dual credit opportunities for students.</p>

	<p>Consortium schools will work together to evaluate current programs of study in their respective districts. They will do this examination through collaboration during CTE collaboration days, Advisory Committee meetings and community engagement meetings organized by the Consortium.</p>
<p>Year 2: 2021-2022</p>	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs such as NENCAP at Northeast Community College, SENCAP at Southeast Community College, and Metro Community College to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>
<p>Year 3: 2022-2023</p>	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs such as NENCAP at Northeast Community College, SENCAP at Southeast Community College, and Metro Community College to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>
<p>Year 4: 2023-2024</p>	<p>Consortium schools will design programs of studies that align with regional workforce needs.</p> <p>Districts will utilize regional community college career academy programs such as NENCAP at Northeast Community College, SENCAP at Southeast Community College, and Metro Community College to expand their program of study and dual credit opportunities for students.</p> <p>Consortium schools will work with local industry to provide recommendations for furnishing labs with industry grade equipment.</p>

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, each district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should

also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

Individuals with disabilities;
Individuals from economically disadvantaged families,
including low income youth and adults;
Individuals preparing for non-traditional fields;
Single parents, including single pregnant women;
Out-of-work-individuals;
English learners;
Individuals experiencing homelessness
Youth who are in, or have aged out of, the foster care system;
Youth with a parent who is a member of the armed services
or is on active duty status

11. Describe how

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. Prepare CTE participants for non-traditional fields**
- c. Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

- a. Consortium school staff attend professional development activities provided by ESU 2 in their particular career field. In these workshops, strategies will be identified to prepare special populations for H3 sectors or occupations.
- b. Consortium schools desire to meet all Perkins Performance indicators through continued growth and preparation; especially focusing on placing students in non-traditional program areas. Emphasize opportunities for non-traditional students in specific career areas. These opportunities will be communicated to students through promotional materials to help educate and motivate special population subgroups to consider participating in CTE programs.
- c. During the ESU 2 CTE Days, CTE staff will analyze the Perkins Data for special populations and work with area schools to identify ways to improve educational performance by special population groups and create support for these students.
- d. Students of special populations will not be discriminated against on the basis of their status of special populations. Professional development opportunities through the CTE collaboration days will have sessions addressing this issue. Funds will also be allowed to be used for staff to attend conferences dealing with this issue to gain valuable information to assist them in dealing with students of special populations.

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

Consortium schools will meet annually to review performance data relating to success of special populations in CTE programs. Upon reviewing this data, goals and plans will need to be adjusted to meet these needs.

13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

- Consortium schools will use assessment data to improve educational performance gaps presented in the data.
- Consortium schools will improve student awareness to available careers in CTE fields.
- Consortium schools will improve marketing, exposure, recruitment and outreach to students to enhance their understanding of CTE, with a focus on equity and access for special populations.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • CTE teachers will meet to analyze student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance. • Consortium schools will work on and develop promotional materials to expose and recruit special populations into CTE programs.
Year 2: 2021-2022	<ul style="list-style-type: none"> • CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. • ESU 2 in partnership with Pathways 2 Tomorrow (P2T) will host students to showcase the career pathways offered at the P2T Career Pathway.
Year 3: 2022-2023	<ul style="list-style-type: none"> • CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. • Host regional career fairs for consortia districts to expose students to regional career opportunities in H3 occupations.
Year 4: 2023-2024	<ul style="list-style-type: none"> • CTE teachers will meet to compare last year's to this year's student Perkins assessment data. As a result of this data analysis, goals will be developed to improve student educational performance where there are gaps. • Host regional career fairs for consortia districts to expose students to regional career opportunities in H3 occupations and bring focus to non-traditional careers.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

ESU 2 will conduct "teacher collaboration days" for each of the CTE career field areas (Ag Food and Natural Resources, Skilled and Technical Sciences, Business Marketing and Information Technology, Family Consumer Sciences, Health Sciences, and School Counselors). These workshops will be designed to provide professional development topics of interest to the participants. These workshops will allow teachers to network and build relationships with other teachers in their content area. Postsecondary instructors from teacher preparation institutions will help in the delivery of content relative to the area of curriculum. An outcome of these workshops will be to organize mentors for new teachers and provide Perkins support for the eight (8) strategic priorities, and content specific instructional supports.

Consortium schools will collaborate with neighboring districts to possibly utilize existing CTE instructors to expand their pathway offerings to students.

Consortium schools will update needed equipment to support staff to build their programs and to create excitement to students. This will help to retain teachers within the districts.

Consortium schools will reinforce participation in conferences where staff can advance their knowledge in new equipment and curriculum offerings to continue to meet industry standards in the career pathway.

Consortium schools will foster relationships with businesses and industry to provide professional development with industry grade equipment and to create externships for teachers to better align their curriculum with workforce needs.

15. In each district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

- Consortium schools will recruit high quality teachers, specialists, and support staff
- Provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.

Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • ESU 2 will hold CTE Days for each career field area to build teacher professional networks within their content area. • Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. • Work with business and industry to create externship opportunities for teachers. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 2: 2021-2022	<ul style="list-style-type: none"> • ESU 2 will hold CTE Days for each career field area to build teacher professional networks within their content area. • Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. • Expand externship opportunities for teachers. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 3: 2022-2023	<ul style="list-style-type: none"> • ESU 2 will hold CTE Days for each career field area to build teacher professional networks within their content area. • Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. • Expand externship opportunities for teachers showcasing career pathway occupations from their career field in other industries. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 4: 2023-2024	<ul style="list-style-type: none"> • ESU 2 will hold CTE Days for each career field area to build teacher professional networks within their content area. • Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs. • Continue to assist districts making business and industry connections to offer externship opportunities for teachers.
Element 6: Work-based Learning	
Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a	

real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Each school would like to increase the number of WBL opportunities for students. ESU 2 and Pathways 2 Tomorrow (P2T) has a WBL coordinator and an internship process in place. This past year, Pathways to Tomorrow organized a dozen student internships for the participating schools in the areas of Health Science and Computer Science. The goal is to increase that next year and hopefully expand into building construction and welding. (P2T is a career academy with students from 6 schools in Northeast Nebraska around the West Point area that have joined to provide career and technical education programs that small schools are not able to offer on their own. P2T provides programs of study in Health Science, Computer Science, Building Construction, Welding, Education, and CDL) The WBL coordinator will work with all of the consortium schools to help them make business contacts and develop relationships, develop WBL opportunities with the businesses based on the programs of study offered, and assist the local district's WBL supervisor with creating a system and documentation for the WBL Program. ESU 2 will provide professional development opportunities for local districts to develop and implement their Work Based Learning programs.

17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

- Consortium schools will collaborate with other districts to understand a model that is working in small communities to create work-based learning opportunities for students.
- Consortium schools will increase work-based learning opportunities.
- Consortium schools will develop advisory boards to help define curriculum for use in the classroom that is aligned to workforce needs.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs.

	<ul style="list-style-type: none"> ○ P2T WBL coordinator will share processes with all schools in the ESU 2 consortium relating to WBL process and procedures in place. • Consortium schools will begin making connections with local businesses to identify WBL opportunities for students. • Each consortium school will have WBL opportunities for CTE Concentrators.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Provide professional development opportunities for local districts to learn best practices for their Work Based Learning programs. • Consortium schools will expand connections with local businesses for WBL opportunities for students. • Each consortium school will increase the number of WBL placements for CTE Concentrators.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. <ul style="list-style-type: none"> ○ P2T WBL coordinator will share processes with all schools in the ESU 2 consortium relating to WBL process and procedures in place. • Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. • Each consortium school will increase the percentage of CTE Concentrators participating in a WBL experience.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. <ul style="list-style-type: none"> ○ P2T WBL coordinator will share processes with all schools in the ESU 2 consortium relating to WBL process and procedures in place. • Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. • Each consortium school will increase the percentage of CTE Concentrators participating in a WBL experience.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Consortium schools examined course offerings and enrollment by student populations in their respective CTE programs. Each school stated that they do not limit enrollment in CTE programs by special populations and that they will continue to analyze special population data in CTE programs to close the gaps in educational performance.

Schools will continue to recruit students in special populations to enroll in CTE programs and work with school counselors, core teachers, and CTE teachers to talk to all students including those in special populations about enrolling in CTE programs.

Consortium schools will purchase new and innovative equipment for state approved CTE programs. This will ensure quality industry equipment and equitable access to students in CTE. This will also help to attract special populations to participate in quality CTE programs.

All students will be encouraged to and have the opportunity to participate in workplace experience continuum opportunities from exploring pathways and occupations to participating in job shadow opportunities to participating in internships and eventually apprenticeships. The success of these experiences will be evaluated annually at CTE collaboration days and advisory committee meetings.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**

3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.

RESPONSE:

Consortium schools were all responsible for completing their reVISION process. Through that process, they engaged their administration, special education teachers, CTE teachers, core education teachers and members of local business and industry. Consortium schools also attended regional community engagement meetings facilitated by the Nebraska Department of Education. Data from these different phases of the reVISION process were used to write this plan.

Going forward, an Advisory Committee composed of either School Superintendents or School Principals, business and industry partners, and CTE teachers will be responsible for the direction and advisement of the Perkins grant activities. Their efforts will be supported by data gathered from the community engagement meetings outlined previously in the application.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)

Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.